



West Lothian  
Council

## **West Lothian Behaviour Support Service (Burnhouse Campus)**

### **Standards & Quality Report**

**Session 2014/2015**

## Introduction

### The West Lothian Context

West Lothian Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence (CfE) and Getting it Right for Every Child (GIRFEC).

Within Curriculum for Excellence, every child and young person is entitled to experience a curriculum which is coherent from 3-18. Those planning the curriculum have a responsibility to work in partnership with others to enable children and young people to move smoothly between key transition points, building on prior learning and achievement in a manner appropriate to the learning needs of the individual. This should ensure that young people are well placed to move into positive destinations and adult life.

**The Corporate Plan** sets the strategic direction and our priorities for West Lothian Council. There are eight priorities that we, and our community, believe can make a lasting and sustainable impact on the local area and improve the lives of residents in West Lothian.

**Priority 1:** Delivering positive outcomes and early interventions for early years

**Priority 2:** Improving the employment position in West Lothian

**Priority 3:** Improving attainment and positive destinations for school children

**Priority 4:** Improving the quality of life for older people

**Priority 5:** Minimising poverty, the cycle of deprivation and promoting equality

**Priority 6:** Reducing crime and improving community safety

**Priority 7:** Delivering positive outcomes on health

**Priority 8:** Protecting the built and natural environment

The Corporate Plan informs Education Services Management Plan to ensure our work impacts positively on services for children and young people. Education Services focuses particularly on priorities 1, 2 and 3.

### Education Services Management Plan

Education Services works towards achieving the key strategic aims of the council, in partnership with schools. In particular, Education Services aims to improve opportunities for children and young people by:

- Raising standards of attainment and achievement
- Improving employability and positive destinations for all school leavers
- Improving the learning environment
- Promoting equality of access to education
- Developing values and citizenship
- Promoting learning for life and encouraging a creative, enterprising and ambitious outlook.

Working with a range of partners, the key purpose of our work is to continuously raise attainment and achievement for all children and young people in West Lothian, ensuring that our young people succeed in securing a positive and sustained destination after school.

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. In moving forward together we have been asking ourselves - staff, pupils, parents/carers and stakeholders - key questions which are contained within this Standards and Quality Report. Our self-evaluation is in the pages that follow, along with our key areas for development for session 2014-15. This report is set within the context of CfE and GIRFEC and measured against the quality indicators within *Child at the Centre*, *How good is Our School 3?* and *CfE National expectations: Self-evaluation resource*.

The progress of the areas we developed in our 2013-2014 School Improvement Plan (SIP) is outlined in *Appendix 1*.

### **Context of the School**

Burnhouse Campus is an educational provision which forms part of the West Lothian Behaviour Support Service and provides full and part time educational packages for young people of secondary age. In addition we offer support, advice and guidance to mainstream schools in order that young people who are at risk of disengaging with education can remain in their mainstream school for the duration of their school career.

The Improvement Plan for Session 2014/2015 was formed as a result of the recommendations made in the HMIE follow up inspection published in January 2013. These recommendations were adopted and HMIE recognized significant progress in the agreed areas of improvement. In addition the local authority agreed that there was a need to consider and develop the future purpose and function of its secondary SEBN provision. This resulted in the development of the Behaviour Support Service.

In September 2014 the service underwent a local authority VSE which took as its focus the extent to which the service provides appropriate, targeted support to meet the needs of young people with SEBN.

### **How well do children and young people learn and achieve? (1.1; 2.1)**

Positive improvements to the service, in particular: establishing a clear vision and working collaboratively with partners are enabling many more young people to receive support appropriate to their needs and continue their learning within mainstream school.

#### **Strengths**

A range of newly developed, flexible and child centred additional provisions are having a positive impact on those young people at Levels 3 & 4 of the Continuum of Support. This inclusive practice has enabled more young people to maintain learning in their own school.

In conjunction with partner agencies, the early intervention programmes are enabling an increased number of young people to make good progress in developing their personal and social skills, their attainment and wider achievement. This has impacted positively on improved levels of attendance, engagement and effort within the mainstream setting. A solution focused approach to assessing the needs of young people is resulting in more effective, targeted

support.

Mainstream schools and partner agencies welcome the direct referral model which operates within the service. The new model provides more effective access to appropriate targeted support, advice and guidance which is timeous and avoids unnecessary bureaucracy.

The expansion of the outreach teaching team is enabling a greater number of vulnerable and disengaged young people to achieve national qualifications within their mainstream environment.

#### **Areas for Development**

- Commission an action research project which seeks to identify the strategies which have the greatest impact on improving outcomes and raising attainment for young people.
- Within the outreach teaching team, adopt strategies identified by research proven to narrow the attainment gap.

#### **How well is the school helping children and young people to develop and learn? (5.1; 5.3)**

The increased range of provision offered by the service is enabling a greater number of young people in West Lothian secondary schools to receive appropriate support in order to meet their needs and to continue their learning in their own mainstream school. All schools are actively engaged with the service with evidence of successful, creative, solution focused practice emerging.

#### **Strengths**

WLBSS offers support and intervention at every level of the West Lothian ASN Continuum of Support. The service is committed to the principles of Getting it Right for Every Child and our culture, systems and practice are based on the well-being indicators which we use to assess our young people. At level 4 of the continuum, the service continues to provide full time education within its Burnhouse Campus for those pupils who have been removed either temporarily or permanently from their mainstream school. The main aim of the service is, however, to enable young people to remain in their mainstream school so at levels 1,2 and 3 the service provides interventions, support, advice and guidance to mainstream schools as they seek to provide appropriate packages of support for their most vulnerable pupils. This has resulted in reductions in exclusions and disruptive behavior and improved levels of engagement. Case studies demonstrate that young people have increased their capacity to self-regulate. In some schools, staff have developed more innovative and inclusive approaches by working collaboratively with WLBSS staff to engage young people more effectively.

The service has worked closely with young people, parents/carers and partner services to develop a more effective assessment programme which has enabled more young people to successfully return to mainstream school. A good start has been made to delivering an enhanced provision for those young people unable to sustain mainstream placements and at risk of being placed outwith the local authority.

The service has developed a clear and shared vision and rationale which has led to improved formal and informal communication with all stakeholders. Through forming effective professional relationships and promoting early intervention WLBSS is working more effectively with key stakeholders to ensure that, by working collaboratively, we can better meet the needs of more young people.

### **Areas for Development**

- To ensure individual assessment information is used effectively to plan focused programmes of support for young people across all strands of the service.
- To provide targeted support for mainstream schools and enable them to take full responsibility for meeting the needs of all young people.
- Establish effective partnerships to ensure that joint responsibility is assumed for ensuring that the needs of individual young people are met through effective tracking and monitoring procedures.
- To support mainstream schools and partners in building capacity/expertise in working with young people with Social, Emotional and Behavioural Needs.

### **How well is the school improving the quality of its work? (5.9)**

There is a clearly communicated, shared vision for the development and delivery of the service in order that it can provide high quality, targeted support to young people at all levels of intervention.

### **Strengths**

The service demonstrates a strong commitment to self evaluation. The extended Senior Management Team are working well together to provide effective support and challenge to staff and partners to help bring about improvements. We have developed and shared our vision for providing high quality support to young people. Our young people are able to articulate their views and with support evaluate their progress.

Through the considerable commitment and shared sense of responsibility of the staff team, significant progress has been made in improving the range of services provided to partners which has led to improved attainment and achievement for a greater number of young people. We have effective systems to gather the views of all stakeholders about the quality of our work to gather and act upon information. All staff play an active role in evaluating how well the service is meeting the needs of its partners and young people. There is a strong culture of leadership at all levels with staff being encouraged to be creative and innovative in improving outcomes for young people. Self evaluation and reflection are at the core of the service's business.

As a result of systematic and transparent self evaluation the service is able to clearly identify our strengths and areas for development. This enables us to support partners and share good practice. A recent local authority review validated our evaluation processes as being accurate.

### **Areas for Development**

- Introduce a more robust process for engaging staff and partners in reflection on current practice and innovations.
- To continue to develop systematic approaches for self evaluation.
- Ensure that future improvements to the service are based upon professional enquiry.

### **How well is the school working with partners? (8.1)**

The service now has strong links with partners and by working closely together, more appropriate and targeted support is available to better meet the needs of individual young people.

#### **Strengths**

The service is continuing to nurture increasingly effective partnerships with most mainstream schools, and partner agencies to provide support, advice and guidance allowing young people to be safe, included and achieving.

Staff are committed to engaging actively with parents and carers to ensure that they feel supported and equipped with the skills necessary to improve outcomes for young people. There is increasing evidence that parents and carers are feeling more confident. We actively provide support for parents and carers through our Parents Group. The Children's Planning Meeting process has significantly improved our arrangements for planning, assessing and reviewing the progress of young people.

### **Areas for Development**

- With the support of the local authority, the service will work towards becoming a Multi-agency hub where all key partner agencies involved in supporting young people with Social, Emotional and Behavioural needs can work together to provide a relevant and targeted package of support to meet the needs of individual young people.
- Continue to build on existing practice between the service and all mainstream schools to develop a capacity to support more young people at level 3 of the continuum of support.
- Promote strategies that will enable mainstream schools to be more confident in developing their ability to create strategies to include and engage all pupils.
- Develop a communication strategy with partners including SORG regarding the range and extent of provision available within the service.

**How does the school ensure equality and inclusion and promote diversity across the school?**

The service aims to provide appropriate and effective support to all those young people it works with in order to enable them to remain included in their mainstream school. As a service, we have a culture of inclusion, participation and positive behaviour based on respect. We take steps to engage disaffected young people and their families in order that they can experience success. We stress the importance of putting values into action. Staff and pupils are expected to demonstrate personal responsibility, compassion and support for others. We recognise value and promote diversity in our service whilst stressing what is shared in our values. We welcome and celebrate diversity. Young people, parents and staff are treated with respect in a fair and just manner.

**Improvement Priority 2014 -2015: Raising Attainment**

**Our key areas for development to take this priority forward are:**

**Area for development 1:** To ensure young people are equipped with the skills to succeed in mainstream (where appropriate) and in life beyond school.

**Area for development 2:** To refine and develop the various strands of the WLBSS to ensure maximum effectiveness in supporting young people with SEBN

**Based on the above information, at this point in time, we evaluate ourselves against the quality indicators as follows:**

**Our school:**

<b>1.1</b>	<b>Improvements in performance</b>	<b>Good</b>
<b>2.1</b>	<b>Learners' experience</b>	<b>Good</b>
<b>5.1</b>	<b>Curriculum</b>	<b>Good</b>
<b>5.3</b>	<b>Meeting learning needs</b>	<b>Good</b>
<b>5.9</b>	<b>Improvement through self-evaluation</b>	<b>Good</b>
<b>8.1</b>	<b>Partnership with the community, educational establishments, agencies and employers</b>	<b>Good</b>

## Appendix 1

In session 2013- 2014, Raising Attainment was the overarching priority in the SIP. This appendix details the progress made with the specific areas for development and again is set within the context of CfE and measured against the quality indicators within *Child at the Centre, How good is Our School 3?* and *CfE National expectations: Self-evaluation resource*.

### Progress made with our areas for development Session 2013 – 2014

**Area for development 1:** To support young people with SEBN to develop the skills and attributes necessary to succeed in life both within and beyond school.

Good progress has been made in this area. Young people are learning in a purposeful and enjoyable way and are responding well to the high expectations that staff set for their attendance, involvement and achievements

#### Evidence indicated:

- New levels of provision have been developed to provide targeted, individualised support to young people.
- Improved processes for supporting young people at key points of transition
- All aspects of curriculum are underpinned by the development of skills and attributes.

#### Next steps:

- Individual needs are effectively identified and met across the service
- Tracking and monitoring and profiling positively impacts on progress in achievement and attainment

**Area for development 2:** To refine the various current strands of the WLBS to ensure maximum impact and effectiveness in building capacity.

Good progress has been made in this area. The development of the service is enabling young people and mainstream colleagues to receive appropriate, targeted support in order to meet their needs and to continue their learning in mainstream school.

#### Evidence indicated:

- A programme of Professional Learning Opportunities in supporting young people with SEBN has been well received by over 300 mainstream colleagues
- An increased number of mainstream pupils are accessing the service

- Evaluations report a positive impact on young people as a result of the service's intervention.

**Next steps:**

- A robust planning, implementation and evaluation cycle exists across the service in order to ensure effective, targeted support for young people aged 3 – 18
- All staff will undertake Career Long Professional Learning to ensure a high quality and consistent approach is maintained across the service in supporting young people with Social, Emotional and Behavioural Needs
- Pupils success is celebrated widely and the work of the service is effectively shared with partners and the Local Authority